



Revisiting Writing Goals:

A Multidisciplinary Theoretical Framework



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Abstract

Writing is a kind of essential human expression that intricately reaches the knowledge and consciousness and society. The meaning of writing analyzed in this article reflects on the intention of writing under different eclectic domains including education, philosophy, sociology, literature, psychology, art -design, as well as politics -law. The research is theoretical and qualitative, based on the perspectives, works and citations of various scholars. The thematic analysis method explains the multi-layered essence and impact of writing. The conclusion confirms that writing is not merely a means of expressing ideas, but a means of building society, history, and consciousness.

Keywords: writing, consciousness, theoretical analysis, sociology, philosophy, education, literature, research.

Introduction

By "writing," we remember a combination of words, language, and emotion. As people begin to speak and write, history, culture, science, philosophy, and social structure have been transmitted, preserved,

and transferred through writing. Writing is a silent dialogue—where the author's thoughts gently resonate in the reader's mind. Writing is thus more than just a creative skill; it serves as the foundation of human civilisation, storing ideas, knowledge, cognition, and resistance. Although the purposes of writing differ for educators, philosophers, sociologists, litterateurs, and other professionals, its essential nature remains "the pursuit of truth, the expansion of consciousness, and the reconstruction of society."

Writing, as we have seen, is not just a creative or literary practice. It is the backbone of human civilization. Writing is an inscription of thought, which transfers knowledge from generation to generation, preserves cognition, and takes the tone of resistance beyond time.

The practice of writing begins with the beginning of human civilization. Writing is not merely a creative act, but a documentation of thought, knowledge, experience, and resistance. It preserves human history and sets the theoretical path for future construction (Dewey, 1916). Writing has been used in its own way in various fields such as pedagogy, philosophy, sociology, literature, psychology, art and politics and law. This research article analyzes the multidisciplinary goals of writing from a field perspective.

Research method

1. Types of research

- This study is theoretical research, which analyzes multi-sectoral writing practice.

2. Research approach

- Qualitative
- Secondary Source-Based Theoretical Review

3. Sources of fact-gathering

- Original works of scholars
- Research articles, books, critical articles
- Works based on Nepali literature and social context

4. Analysis Method

Thematic analysis: The goals of writing are classified and analyzed according to different academic disciplines.

5. Limitations

- Research is not based on primary statistics (e.g. interviews, surveys). The field of study is limited to theoretical explanations and contexts.

1. The goal of writing in pedagogy

In the eyes of the educator, writing is not merely a cognitive practice; It is the "soul of active teaching practice." Writing does not limit students to textbooks, but rather becomes a means of developing their thinking, analysis and creative abilities. When students write, they not only repeat what they have learned, but

understand it and express it in their own language. It is at this moment that the person acquires knowledge.

As American educationist John Dewey has said, "Education is a process of living and not a preparation for future living," that is, education itself is the process of life, not just preparation for the future. This view of Dewey is clearly seen in the role of writing. Writing is not only a means of preparing students for exams or assessments, but also a practice of teaching them to communicate actively with life. In contemporary pedagogy, writing is regarded as a 'reflective practice' or self-reflective practice, which helps students to understand themselves more deeply through a review of their experiences, emotional responses, and thinking thoughts.

Thus, for educators, the goal of writing is "the process of transforming knowledge into a level of cognition."

Hence pedagogical writing is a means of increasing student active engagement, critical thinking, and self-reactivity (Dewey, 1916). The practice of 'Reflective Writing' creates an environment for deep assimilation of knowledge, learning from experience, and developing creative thinking. The modern education approach that places writing at the center of learning seeks to make the student a knowledge builder, not just an information receiver.

2. The goal of writing in philosophy

Philosophical writing does not necessarily lead to conclusions on a subject. It is a process of thinking that instead opens the door to questioning, doubting, and thinking. Writing is the "drawing of thinking" in philosophy, where ideas are constructed through reasoning, interpretation, and discussion. Plato presented philosophy in his dialogues in the form of drama — which is the reconstruction of thought through writing.

Rene Descartes wrote that the idea of 'I think, that's why I am' made a big difference in people's thinking. Michel Foucault instead deployed the field of literature as a means of identification of how power can be used in the relationship with language and knowledge, forming the foundation of how the modern system of thought can be critiqued.

To a philosopher, the role of writing does not merely act as a vehicle of conveying knowledge, but is also a pertinent issue to create a deeper concern towards human existence, consciousness and morals. Through writing, philosophy communicates with society, with the power structure, and with self-power.

Therefore, philosophical writing is the practice of raising deeper questions related to human existence, consciousness, and truth. Descartes' idea of "Cogito, ergo sum" (Descartes, 1641) laid the foundation of modern philosophy, which defined the individual as a thoughtful being. Through writing ideas are presented in a rational structure, which brings depth to the

thought process. Philosophers such as Foucault (1980) used writing as a critical tool of the relationship between power and knowledge.

3. The goal of writing in sociology

Sociological writing is an account of social structure, relationships and balance of power. Sociologists use writing as an exercise in an evidence-based approach that exposes undeclared rules within society, trends of discrimination, conflict, and change.

Karl Marx's writings presented the class struggle in a historical materialist framework. Writing became the voice of the working class and spread awareness of their rights. On the other hand, Emil Durkheim studied consensus, religion, and division of labor within society and revealed the structure of social solidarity through writing.

Sociological writing uses facts and logic to show multiple layers of social reality. Writing is therefore more than an instrument of researches: it is also a medium of social justice, policy-making, and social consciousness to sociologists.

Therefore, sociological writing is based on the analysis of the structure of society, relations, and the balance of power. The Communist Manifesto , written by Marx and Engels (1948), became the Manifesto of Social Transformation. Durkheim (1893) did an analysis of social cohesion in Division of Labour through writing. Sociological writing exposes deep

structural problems within society through fact-based research.

4. The goal of writing in literature

For litterateurs, writing is not just a transformation of ideas, it is the experience of human life. For litterateurs, writing is the process of building bridges between emotion, imagination, reality, pain, rebellion and beauty. Where the realization of truth is more important than fact.

Pablo Neruda said:

“I write so that others may live through me.”

This statement reveals the deep purpose of literary writing—the literati inhabits the lives of others in one's own experience. In literature, a common sense is created by combining self-realization and social reality.

In Nepali literature, creators like Laxmi Prasad Devkota, Parijat, Bhupi Sherchan, Ramesh Bikal, Daulat Bikram Bista, Binod Ashrumali, Hem Hamal Bairagi Kaila have highlighted individual experiences, social protests and collective consciousness through writing.

The goals of literary writing can be understood on three levels:

1. Emotional Catharsis:

Writing is a means of self-purification for the writer. Grief, fear, love, attachment, doubt — all these feelings, when turned into words, become not just a

personal remedy, but also a deeply emotional experience for the reader.

2. Reconstructing Reality from Imagination (Reimagining Reality):

The writer shows the reality by resorting to imagination. Even in fictional characters, the reader sees his eyes, finds himself. Therefore, writing becomes a cultural mirror between the reader and society.

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3. *Dialogue with Society:*

Literature is not just a means of entertainment; This is a preventive exercise. Writing criticizes power, calls for silent voices, and sows the seeds of change. Literary writing has become a voice of social justice, gender equality, ethnic consciousness and class pain, especially in a diverse society like Nepali.

Even in today's digital age, literature continues to act as the last narrow alley to save humanity—where

writing shows the way back to meet the soul when people feel lost between technology and consumerism.

Thus, literary writing is a combination of sensation, imagination, and social reality. This type of writing transforms individual experience into a collective sensation. Parijat (1965), Devkota (1949), and Bhupi Sherchan have exposed spirit, rebellion, love, and social distortion through Nepali literature (Sigdel, 2077). Literature provides emotional emancipation, reconstruction of reality, and means of social dialogue.

5. The goal of writing in psychology

Writing in psychology is not just a means of communication; This is medical practice. Writing exposes a person's inner state of mind and helps to restructure it. The practices of "Journal Therapy" or "Expressive Writing" have been established in psychological research as a way to reduce stress, relieve trauma, and promote self-reflection.

Research by James W. Pennebaker has shown that regular writing practice significantly improves people's mental health. When a person puts uncomfortable experiences on paper, it allows the brain to make sense of them—and thus writing becomes a means of "emotional processing."

Therefore, writing in psychology is understood as a means of self-healing, emotional release, and self-reflection. The goal of writing in psychology is "to

initiate the process of emotional release, self-reflection, and healing."

6. Goals of writing in art and design

For an artist or designer, writing is an explanation of creative intuition. Whether it is curatorial notes, opinion articles (artist's statement), or critical commentary—writing connects art with context, intent, and discourse.

As John Berger said in his famous work *Ways of Seeing*, "Looking is not only a visual experience, it is also cultural reading". The writing makes clear the thinking, values, and message behind the visual medium created by the artist. This process brings the viewer within the realm of art-vision.

The purpose of writing in art and design, therefore, is the "linguistic translation of visual language," which transforms creative practice into theoretical and public dialogue. Artist Statement, Curatorial Note, or Visual Essay writing connects the creation to a cultural, political, and philosophical context. This writing establishes a dialogue between the audience and the creation.

7. The goal of writing in politics and law

Politics and the legal field are based on writing. Ideas, policy philosophies, and rules are all structured in writing. Constitutions, Acts, Manifestos, Parliamentary Debates, or Human Rights Documents—these are all written remnants of political thinking and social attitudes.

Hannah Arendt wrote in *The Human Condition*—"To act, in its most general sense, means to take an initiative, to begin." This is the first thing that needs to be written in the "initiative". Written language defines the basis of democracy, the rule of law and the type of relationship between the powerful and those governed.

The task, of a political and legal writer, then, is to establish a consensus, to proclaim rights, to delineate justice. Politics and legal structures are institutionalized through writing. Writing is the beginning of political action. Documents such as constitutions, acts, manifestos form the structure of democratic thinking and civil rights through writing. Writing is a tool to ensure justice, authorize ideas, and build a framework for state-people relations.

8. The Purpose of Writing in a Multi-Classical Context: A Structural Review:

1. Education – Writing reflects thoughts and experiences. According to Dewey (1916), education is a direct dialogue with life.

2. Philosophy – Writing is a drawing of logic and self-reflection. Presented the views of Descartes (1641) and Foucault (1980).

3. Sociology – Writing is a critical interpretation of social structure. References given to Marx (1848) and Durkheim (1893).

4. Literature – Writing is a medium of sensation, imagination and resistance. Includes the approach of Devkota, Parijat and Neruda (1974).

5. Psychology – Writing is a medium of self-medicine. Incorporating the emotional processing theory of Pennebaker (1997).

6. Art-design - Writing is the interpretation of creative concepts. References made to "Ways of Seeing" of Berger (1972).

7. Politics-Law – Writing is a document of consent, rights, and justice. Arendt (1958) to "The Human Condition" is remarkable.

Conclusion

Writing is a multifaceted practice. It is not only an expression of personal feelings but also a means of social consciousness, scientific analysis and philosophical dialogue.

Writing gives meaning to knowledge, structures experience, and communicates society. Although the goal of writing seems to be different in different disciplines, its essence is the search for truth, the expansion of consciousness, and the reconstruction of society. The visual-making force of thought is writing - making sense, in the sense of meaning that is longer than time and broader than space.

Field abstracts of writing:

Education: Thinking, Analyzing, and building Relationships with Life

In Philosophy: The Search of the Truth and clearness of the thoughts

The book Sociology: Perspectives on Social Structure and Consciousness touches on the topic of the relationship between violence and massage.

- In Literature: The Sign of Sensations and the Socialization of Imagination

- Psychology Self-Healing and Emotional Release

- Art and design: context and perspectives of creation

- Politics and Law: the Constitutional Form of thought and the Written Post of Justice

Therefore,

In Writing the seed of the change of words germinates. It communicates with time, gives direction to society, and brings the individual to his soul.

Writing is not only a means of expression, it is a document of history, a discourse of the present, and the possibility of the future.

Writing can challenge power, calm the mind, and transform society.

Ultimately, writing is the embodiment of thinking—where words are the seeds of change.

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